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ABSTRACT

A report is given of a study conducted to create a basis for necessary decision-making in the revision of a secondary methods course at Seattle Pacific University. A review of literature was conducted covering studies about secondary education, suggested practices and materials, and teacher effectiveness research on instruction, classroom management, and thinking skills. A questionnaire was developed to get the opinions of experienced educators and education interns about the direction a secondary general methods course should take and the strengths and weaknesses of existing programs. Eleven faculty members of the School of Education at Seattle Pacific University, 10 secondary education directors whose institutions are members of the Christian College Consortium, 15 student interns, and 19 public school teachers who supervised the interns completed the survey questionnaire. Four data tables show the results of the survey. An evaluation was also conducted of current standard textbooks used in methods courses. The final section of this report states some general conclusions and implications about secondary methods, as well as about particular unit elements (instruction, classroom management, thinking skills, special needs, testing and evaluation, professional concerns, and people skills). This section serves as an introduction to an appended syllabus of a new general methods course. (JD)

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# INFORMATION REGARDING THE EXPANSION AND REVISION OF THE GENERAL SECONDARY METHODS COURSE IN THE SCHOOL OF EDUCATION

A Report Submitted to the
Office of Academic Affairs
and the
Undergraduate Committee of the School of Education
Seattle Pacific University
as Part of an
Academic Renewal Grant

by

Mark Ellett Pitts

September, 1986

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## INTRODUCTION

For a number of years, "General Methods for Teaching in Secondary Schools" has been a two-credit course taught concurrent with the secondary internship at Seattle Pacific University. In the fall of 1985, on the basis of recommendations from interns, cooperating teachers, faculty members, and internal and external evaluative groups, the Undergraduate Committee of the School of Education established a plan to expand the course from two credits to five, and to make it a prerequisite for the secondary internship. In the spring of 1986, the Office of Academic Affairs approved a grant application which had as its central objective the revision of this course. As proposed, the grant was to gather information in regard to the needs of beginning teachers and the nature of exemplary programs, and to use this information as a basis for designing the revised course. What follows is a report of the findings and actions which resulted from that grant.

## INFORMATION-GATHERING ELEMENT

### Review of Literature

This decade has brought with it the most extensive attention to and concern about education since the Sputnik era of the 1950's. Much of that concern has translated into articles about the part that improved teacher education can play in the drive toward educational excellence. This survey will concentrate on literature which deals with, or which has significant implications for, beginning teachers in secondary schools.

### Literature About Secondary Education

A small group of recent articles concentrates on secondary education specifically. One area of emphasis in those articles was the unique nature of secondary education. Confrey (1982, p.13) expressed concern about secondary schools being treated as "...elementary schools grown up; since they serve different purposes and attract teachers of a different sort, they may pose very different problems and require dramatically different models for...teacher education." Huling and Hall (1982, P.7) concluded that secondary teacher education "...has not had the concentrated and prolonged attention that elementary teacher education has had. Clearly, job requirements, characteristics of schools and the curriculum are different from elementary schools." A study by Sullivan and Olson (1974) indicated significant differences between elementary and secondary education majors in regard to personal and interpersonal values. For example, secondary education majors expressed significantly less interest in the values of "support", "benevolence",

and "variety" than did elementary candidates. They also placed less emphasis on "achievement" and "leadership" than did elementary education majors.

A second area of emphasis was the perceived deficiency of existing programs in secondary education. The failure of secondary education to deal with the dual responsibility for subject area methods instruction was one example of this perceived deficiency (Confrey, 1982; Huling and Hall, 1982). Other areas mentioned as deficient included a failure to deal with special needs students, with the use of media in the classroom, and with procedures for holding parent conferences (Haberman, 1974).

A third area of emphasis concerned suggested competencies for secondary education students. While some of the lists were quite extensive (see Appendix for complete lists) it is possible to summarize the suggestions generally. One survey of 805 secondary teachers (Wallace et al., 1984), recommended particular emphasis on instructional skills, content expertise, classroom management, human relations, and paperwork. In addition, the work of Renny and Dupuis (1983) stressed the need for evaluation skills, professional knowledge, and communication skills. Another study (Ban et al., 1974) saw secondary teachers in terms of eight roles: instructional programmer, diagnostician, decision-maker, human relations expert, evaluator, exemplar, and professional. An exhaustive study by the Kentucky State Department of Education (1981) echoes some of these roles in the eight content areas for secondary teacher education: Orientation, Learning and Human Development, Teaching Skills, Planning, Strategies and Methods, Human Interaction, Professional Awareness, and Student Teaching. Some of the literature (Descamps, 1978) indicates a need, also, for emphasis on the problem-solving aspect of teaching.

Literature About Suggested Practices and Materials

One source (Sparks,1985) outlines a general methods course which she believes incorporates significant research on teaching. The outline (see Appendix ) includes suggested texts, activities, and materials based upon a survey of teacher effectiveness research. Texts which were recommended included Cummings' Teaching Makes a Difference, and Emmer and others' Classroom Management for the Secondary Teacher.

In regard to materials, Sparks recommends an ASCD videotape on effective teaching, other ASCD videotapes (without specifying), and use of local videotapes of classroom situations as models of practices.

In regard to activities, Sparks recommends such things as modeling by the instructor, microteaching and roleplaying, videotaping and analyzing intern efforts, and use of the traditional handouts, projects and tests.

Literature About Applying Teacher Effectiveness Research

A second source of ideas about appropriate content for a secondary methods course is that which has resulted from the recent research in regard to the practices of effective teachers. Berliner (1984) emphasizes the need to use the results of the growing body of research about what effective teachers do, to increase the skills of beginning teachers in the major tasks of teaching. The sections below summarize relevant teacher effectiveness research with special emphasis on secondary teacher education.

## Instruction

The primary task of teaching, of course, is instruction. Significant research has been done in recent years concerning how effective teachers carry out instruction. The Beginning Teacher Evaluation Study (Fisher et al., 1979) is especially relevant in its emphasis on what beginning teachers need to do to function well. This study was one of those which stressed the concept of Academic Learning Time as a major requirement of student learning.

The importance of high teacher expectations is a second element of effective instruction (Good and Brophy, 1978; Kerman, 1979). These researchers found that students do better when they have increased opportunities for participation, improved quality of teacher feedback, and increased teacher attention.

The benefit of direct instruction is a third result of teacher effectiveness research. Rosenshine (1982) emphasizes the importance of structure, small steps rapidly paced, a high frequency of practice, regular feedback and correction, high success rate, and opportunity for "overlearning" as elements in a strong instructional program, particularly with younger, slower students.

Many of these concepts are echoed in the work of Madeline Hunter (1976), which used teacher effectiveness research as a basis for emphasizing clear objectives, task analysis, diagnosing learners, anticipatory set, providing information, modeling, checking for understanding, guided practice with immediate feedback, independent practice, review, and closure.

## Classroom Management

As recently as eight years ago teachers reported inadequate preparation in classroom management (Gaede, 1978). Since that time, however, major research has been conducted in regard to what effective teachers do to manage their classrooms. The groundbreaking work of Jacob Kounin (1970), and later work by Brophy at Michigan State, the Beginning Teacher group at the University of Texas, as well as publications by the National Society for the Study of Education and the Association for Supervision and Curriculum Development, provided invaluable information about the classroom management procedures of effective teachers.

The research direction of the University of Texas at Austin, investigating essential skills for beginning teachers, is particularly relevant to the task of teacher education in classroom management. A book authored by several UTA faculty members, Classroom Management for Secondary Teachers(1984), is a classic example of the practical uses of effective research. It stresses that effective teachers are proactive. They begin the year in a way that reflects organization and high teacher expectation. They teach rules and procedures as course content. They anticipate problem and develop contingency plans for dealing with them. They monitor student behavior and treat mild misbehavior as a learning rather than a disciplinary problem.

## Thinking Skills

The research in critical thinking skills for students in kindergarten through grade twelve has received significant attention in recent years, but research in regard to critical thinking as a component

of teacher education has not. This is not to say that research has not been done. Doyle (1979) has done considerable work in regard to the classroom decision-making of effective teachers. A significant review of early research (Clark and Yinger, 1979) is more descriptive of the practices of typical teachers than of especially effective ones. In this respect it may be more useful in defining the needs than in pointing to positive examples. For instance, the study found that teacher planning is typically activity-driven rather than objective-driven, that teachers rarely go "off-plan" even when they are conscious that a lesson is going poorly.

## The Questionnaire

### Purpose of the Questionnaire Element

The major purpose of this element of the project was to provide a source of information about the opinions of Seattle Pacific University School of Education faculty, similar higher education institutions, and constituent populations, in regard to direction for the secondary general methods course. Additional aspects of the study were: (a) to compare the perceptions of the different groups who received questionnaires in an effort to clarify differences in priorities or perspectives; (b) to provide information for the development of a revised course-evaluation form; and, (c) to provide a limited basis for comparing constituent evaluations of the SPU program with that of other Consortium programs.

### Selection of the Sample

Faculty members of the School of Education at Seattle Pacific University, including cross-campus area supervisors or instructors (n=27), and secondary education directors whose institutions are members of the Christian College Consortium (n=12) were surveyed. In addition, 25 students who interned during the 85-86 school year, and 24 of the public school teachers who supervised them were randomly selected.

### Data Collection and Analysis

The data were obtained by using a questionnaire (Appendix) which was developed and revised in the spring of 1986. Results were

tabulated as mean responses. These mean responses were tabulated by unit of coverage (for example "classroom management") and by respondent group (for example "interns"). In addition, a unit mean was calculated by averaging the mean responses of interns, cooperating teachers, and SPU faculty on each unit. Since directors of other programs had been instructed to rate their own programs rather than the SPU program in this section, their responses were not included in the composite. Group mean responses were calculated by averaging the mean response a particular group had for each unit as a way of providing a sense of each group's overall feeling about the program. Since the responses of Consortium secondary education directors in regard to program quality were based on their own program, they were excluded from the program unit means. In addition, responses were ranked for the composite, and "mean difference" was calculated to indicate the relationship between each subgroup and the composite response.

## Results

Questionnaires were returned by 15 of 25 interns surveyed, 11 of 27 SPU faculty, 19 of 24 cooperating teachers, and 10 of 12 directors of secondary education programs in other Consortium schools for a composite 62.5% return rate. Means, mean differences, and ranks were calculated as described above. The maximum mean response possible was 5; the minimum was 0.

Question 1: What were the strengths in interns' secondary methods course in the nine unit areas as perceived by the three relevant respondent groups? As indicated in Table 1, the course in general was perceived as above average. The Course Composite Mean was 3.61. Among

individual course units, ITIP Basic Elements (4.12) was ranked highest. Other units which received unit mean ratings above the arbitrary "3.75" cutoff level were Professional Ethics (3.98) and Other Instructional Skills (3.78). Among subgroups, interns also rated their training high on ITIP (4.15), but did not rate any other unit above 3.75. Cooperating teachers rated several units above the cutoff, including Professional Ethics (4.46), ITIP Basic Elements (3.88), Other Instructional Skills (3.87), Thinking Skills (3.87), People Skills (3.87), and Other Professional Concerns (3.79). SPU faculty who responded to this section of the questionnaire (6 who returned the questionnaire did not) saw ITIP Basic Elements (4.33), Professional Ethics (4.16), Other Instructional Skills (4.00), and Classroom Management as Secondary Methods strengths.

Discussed in terms of mean differences on Table 2 and using ".4" as an arbitrary cutoff, cooperating teachers rated Secondary Methods significantly above the mean in Special Needs (+.48), Professional Ethics (+.48), and People Skills (+.41). Neither interns nor SPU faculty gave any mean ratings above the cutoff level.

Question 2: What were the perceived needs in secondary methods?

According to the data in Table 1, the unit mean for Special Needs, at 3.05, was the only one below the 3.10 lower cutoff. Interns rated Special Needs (2.62) and Testing and Evaluation (2.92) below the lower cutoff. Cooperating teachers had no mean rating below the cutoff, and SPU faculty had only one, Special Needs (3.00), below that point.

Discussed in terms of mean differences and using an arbitrary cutoff of .4, mean intern ratings were below the cutoff level for Professional Ethics (-.67), Testing and Evaluation (-.50), and Special Needs (-.43) on Table 2. Neither cooperating teachers nor SPU faculty had any mean ratings below the arbitrary cutoff.

Question 3: How did the three local groups compare in their perceptions of secondary methods? Table 1 indicates that cooperating teachers had the highest group mean (3.82). Interns had the lowest (3.30). SPU faculty mean rating was 3.70.

Question 4: How did unit mean responses for the SPU program compare to the responses from other colleges in regard to their programs? Again using ".4" as an arbitrary cutoff, the "other program" mean difference from Table 2 was significantly higher in People Skills (+.54), and significantly lower in Thinking Skills (-.55) and in ITIP Basic Elements (-1.12).

Question 5: Which unit means rated highest in regard to proposed percentage of coverage? Respondent means in Table 3 indicate the need to spend most time on Classroom Management (20.50%). The two instructional units, ITIP Basic Elements (14.78%) and Other Instructional Skills (12.65%) ranked second and third, respectively. People Skills (11.62%) ranked fourth.

Question 6: How did the separate respondent groups differ in their sense of appropriate apportionment of coverage? Using 1.50 as an arbitrary cutoff in Table 4, interns apportioned significantly more time to Professional Ethics (+1.72) and less to ITIP Basic Elements (-2.85). Cooperating teachers apportioned significantly more time to Classroom Management (+6.40) and to Thinking Skills (+2.16). SPU faculty apportioned significantly more time to Special Needs (+4.47). Respondents from other programs, whose responses were included in this unit mean, apportioned significantly less time to Classroom Management (-6.30), Special Needs (-4.53), and Thinking Skills (-3.28).

Table 1

Mean Response to Questions on the Secondary Methods Questionnaire Regarding Perceived Quality of Coverage

| CONTENT AREA | SPU intern | co-op. teacher | SPU faculty | other* program | unit mean | u.m. rank |
|---|---|---|---|---|---|---|
| Classroom Management | 3.39 | 3.41 | 3.83 | 3.50 | 3.54 | 6 |
| ITIP Basic Elements | 4.15 | 3.88 | 4.33 | 3.00 | 4.12 | 1 |
| Other Inst. Skills | 3.46 | 3.87 | 4.00 | 3.50 | 3.78 | 3 |
| Special Needs | 2.62 | 3.53 | 3.00 | 3.00 | 3.05 | 9 |
| Thinking Skills | 3.64 | 3.87 | 3.33 | 3.00 | 3.55 | 5 |
| Prof. Ethics | 3.31 | 4.46 | 4.16 | 4.00 | 3.98 | 2 |
| Other Prof. Concerns | 3.31 | 3.79 | 3.67 | 3.50 | 3.59 | 4 |
| Testing and Eval. | 2.92 | 3.67 | 3.67 | 3.25 | 3.42 | 8 |
| People Skills | 3.17 | 3.87 | 3.33 | 4.00 | 3.46 | 7 |
| Group Mean | 3.30 | 3.82 | 3.70 | 3.42 | (3.61)** | |

*not included in unit means
**Course Composite Mean

Table 2

Mean Difference in Responses to Questions on the Secondary Methods Questionnaire Regarding Perceived Quality of Coverage

| CONTENT AREA | SPU intern | co-op. teacher | SPU faculty | other program | unit mean |
|---|---|---|---|---|---|
| Classroom Management | -.15 | -.13 | +.29 | -.04 | 3.54 |
| ITIP Basic Elements | +.03 | -.24 | +.21 | -1.12 | 4.12 |
| Other Inst. Skills | -.32 | +.09 | +.22 | -.28 | 3.78 |
| Special Needs | -.43 | +.48 | -.05 | -.05 | 3.05 |
| Thinking Skills | +.09 | +.32 | -.22 | -.55 | 3.55 |
| Prof. Ethics | -.67 | +.48 | +.18 | +.02 | 3.98 |
| Other Prof. Concerns | -.28 | +.20 | +.08 | -.09 | 3.59 |
| Testing and Eval. | -.50 | +.25 | +.25 | -.17 | 3.42 |
| People Skills | -.29 | +.41 | -.13 | +.54 | 3.46 |

Table 3

Mean Response to Questions on the Secondary Methods Questionnaire Regarding Proposed Coverage by Percentage

| CONTENT AREA | SPU intern | co-op. teacher | SPU faculty | other program | unit mean | u.m. rank |
|---|---|---|---|---|---|---|
| Classroom Management | 21.71 | 26.90 | 19.20 | 14.20 | 20.50 | 1 |
| ITIP Basic Elements | 11.93 | 15.71 | 15.70 | 15.80 | 14.78 | 2 |
| Other Inst. Skills | 11.93 | 13.65 | 13.33 | 11.67 | 12.65 | 3 |
| Special Needs | 8.36 | 6.75 | 12.00 | 3.00 | 7.53 | 7 |
| Thinking Skills | 9.36 | 10.44 | 8.33 | 5.00 | 8.28 | 6 |
| Prof. Ethics | 9.08 | 5.87 | 7.50 | 7.00 | 7.36 | 8 |
| Other Prof. Concerns | 6.77 | 4.60 | 5.45 | 6.00 | 5.71 | 9 |
| Testing and Eval. | 9.69 | 8.07 | 9.55 | 10.83 | 9.54 | 5 |
| People Skills | 11.23 | 11.07 | 12.50 | 11.67 | 11.62 | 4 |

Table 4

Mean Difference in Responses to Questions on the Secondary Methods Questionnaire Regarding Proposed Coverage by Percentage

| CONTENT AREA | SPU intern | co-op. teacher | SPU faculty | other program | unit mean |
|---|---|---|---|---|---|
| Classroom Management | +1.21 | +6.40 | -1.30 | -6.30 | 20.50 |
| ITIP Basic Elements | -2.85 | - .93 | - .92 | -1.02 | 14.78 |
| Other Inst. Skills | - .72 | +1.00 | + .68 | - .98 | 12.65 |
| Special Needs | + .83 | - .78 | +4.47 | -4.53 | 7.53 |
| Thinking Skills | +1.08 | +2.16 | + .07 | -3.28 | 8.28 |
| Prof. Ethics | +1.72 | -1.49 | + .14 | - .36 | 7.36 |
| Other Prof. Concerns | +1.06 | -1.11 | - .26 | + .29 | 5.71 |
| Testing and Eval. | + .15 | -1.47 | + .01 | +1.29 | 9.54 |
| People Skills | - .39 | - .55 | + .88 | + .05 | 11.62 |

Consortium Addendum Summary

Responses on the Consortium Addendum were heavily shaded by whether the program preceded or was concurrent with the internship experience, by the number of credits for the course(s), and by other local factors.

Although a broad range of texts were being required, they fell into three general areas. Standard texts included Teaching in the Middle and Secondary Schools(Callahan and Leonard, 1977);Modern Methods in Secondary Education (Grambs and Carr, 1979); Secondary Education--An Introduction (Armstrong and Savage, 1983); Classroom Teaching Skills (Cooper, 1985). Texts in classroom management included Assertive Discipline (Canter and Canter, 1979), Dare to Discipline (Dobson, 1974); Teachers´ Guide to Classroom Management (Duke and Meckel, 1984); and, Classroom Management for Secondary Teachers (Emmer and others, 1984). Other required texts included Psychology Applied to Teaching (Biehler and Snowran, 1982), People Types and Tiger Stripes (Lawrence, 1982) and 900 Shows a Year (Palonsky, 1986).

Books were the main supplementary materials, as well, including Boyer´s High School(1983), Ryan´s Biting the Apple(1980), Sommer´s Schools in Crisis (1984), and Powell´s The Shopping Mall High School (1985). Hunter´s film series Mastery Teaching is also used.

The concept of Christian vocation was presented more by informal infusion than by formal units. Respondents mentioned discussions of the teaching gifts of Christ, how to share Christ with students, the idea of Christian "calling", ethical standards, and the legal and emotional realities for Christians in the public schools. One institution invited

Wycliff representatives to speak about missionary teaching, and two schools dealt with Christian vocation during class devotions.

The types of assignments required of secondary methods students was broad, but there were few surprises. Most programs required unit plans and/or lesson plans, often in conjunction with microteaching or demonstration lessons. Reports were required about books, journal articles, school visits, internship experiences, interviews with active interns and/or teachers, and board meeting attendance. One institution asked its interns to prepare a folder to be used by any substitute teacher in their cooperating teacher's classroom.

## Other University Resources

Three recent studies have investigated the effectiveness of programs within the School of Education at SPU. One of these, "Statistical Analysis of Evaluation Data for First Year Teachers"(Hanawalt, 1986) related directly to the program in secondary education. "Evaluation of Undergraduate Teacher Education Program"(Kovacevich, Hausken, and Johnson, 1986), and the summary and recommendations of the SPU Student Advisory Council (1986), also had implications for the secondary methods course.

Results from these studies were mixed, but some themes did emerge. "Statistical Analysis" indicated strength in people skills. Ratings of secondary education graduates were .25 or more above the secondary education mean (3.98) in respect for students, respect for other adults, enthusiasm, and discretion in confidential matters. "Evaluation of Undergraduate Program" also gave high marks to the people skill of meeting individual differences. That same study also pointed to strengths in classroom management, instructional skills, and commitment to teaching.

In regard to needs in secondary methods, "Statistical Analysis" contradicted the idea that graduates were at their strongest in meeting individual differences. It indicated that students were weakest in assessing and identifying student needs, using knowledge of individual students in instructional preparation, and implementing multicultural learning experiences.

Two of the reports (Kovacevich, Hausken, and Johnson, 1986; Student Advisory Council, 1986) suggested changes in the general methods

assignments and projects, with an emphasis on applicability to the internship itself. The student Advisory Council mentioned the case study and the current events reading assignments specifically. Results from the "Statistical Analysis" would also suggest a need for more emphasis on community awareness and interest, and on the use of student input in self-evaluation.

## CONCLUSIONS AND IMPLICATIONS

As stated in the introduction, the purpose of the study as a whole is to create a basis for necessary decision-making in the revision of the secondary methods course. This section of the study report will state some general conclusions and implications in regard to secondary methods, will state some conclusions and implications in regard to particular unit elements, and will serve as an introduction to the new syllabus (see Appendix).

### General Conclusions and Implications

1. There should be some differences between secondary methods and methods instruction for the elementary level. The task of secondary education is different from the task of elementary education. This is true not only in the increased concentration on cognitive rather than affective goals in the classroom, but on the significant impact that extracurricular responsibilities have on what a secondary teaching career involves, and what attracts people to it initially. As research previously cited indicated, secondary education attracts different types of people than elementary education. The conclusion that secondary teachers were much less interested in achievement, in leadership, and in variety can certainly be disputed in individual cases, but it must be dealt with in program design. Most of the research done in education has been done at the elementary level and then painfully extrapolated for secondary use. Consequently, secondary teacher educators must be more tentative in their conclusions than those at the elementary

level.

2. While static knowledge and competencies are a necessary foundation in the course, preteachers must be taught "teacher thinking skills" to enable them to process general knowledge and specific on-the-job information into appropriate decisions. The dynamic nature of teaching makes thinking skills a necessary central focus in an effective secondary methods course. Thinking like a teacher requires exposure to real or realistic teacher situations. This dictates heavy use of microteaching, class simulations, conversations with teachers or practicing interns, videotapes of teachers and classrooms, samples of "teacher paper": attendance sheets, student writing samples, report cards, grade books, etc.

3. The course needs vertical and horizontal structure. Instruction, Classroom Management, and Testing and Evaluation should form the generic foundation for the secondary methods course. The other units from the questionnaire should be given unit coverage, but should be infused into the generic units as well. Relating back to thinking skills for example, task analysis can be taught within a Teacher Thinking Skills unit, but should be infused into the Instruction unit also.

## Unit-Specific Conclusions and Implications

### Instruction

Philosophically and practically, the unit on instruction must be the central unit of the secondary methods course, and ITIP should be the means for teaching secondary preteachers to instruct; but special attention must be given to the need to match general ITIP principles to

the goals and structure of secondary education. The new course should seek to sustain the high rating the current course received on the questionnaire in regard to ITIP Basic Elements.

Students should have knowledge of research about time on task, teacher expectations, and direct instruction. Students should be taught how to plan lessons and units, how to convey information in a variety of ways, how to lead or initiate student thought and talk about class material. The consistent reappearance of the Special Needs category as a concern on the part of faculty and interns would indicate the importance of infusing coverage of this area into the Instruction unit.

The ASCD videotape "Effective Teaching for Higher Achievement" should be purchased for use in the secondary methods course as a source of examples of effective instruction. In addition, students should have major instructional concepts modeled for them either by the course instructor, on videotape, or through observation of teachers and/or interns in the field. Students should have opportunity to practice the major skills of instruction, to receive feedback on their performance, and to make adjustments based on that feedback.

Classroom Management

The impact of successful classroom management on student learning has an impressive research base. Good teachers are good classroom managers. The questionnaire mean response apportioned more time (20.50%) to classroom management than to any other single unit. Preteachers should be taught how to PLAN for effective classroom management, how to develop and teach a set of rules and procedures, how to monitor student

compliance, and how to deal with willfull disobedience. The book Classroom Management for Secondary Teachers should be required as a text in the class, and again, students should see actual examples of effective (and ineffective) classroom management strategies, and should have opportunity to practice these skills themselves. Emphasis on Special Needs, People Skills, and Thinking Skills should be incorporated into this unit as appropriate.

Thinking Skills

The importance of teacher thinking skills has been covered in more detail earlier in this section. Cooperating teachers responding to the questionnaire have indicated they felt the existing program was strong in Thinking Skills (3.87 compared to a 3.55 unit mean) but still gave it a higher than average time apportionment in terms of the new course. Thinking skills should be introduced, briefly, at the beginning of the course as a central theme, but should be taught mainly as an infused element in the other units.

Special Needs

Both SPU faculty and interns apportioned above average time to coverage of Special Needs on the questionnaire, and the Hanawalt study indicated graduate weaknesses in assessing and dealing with individual student needs. The unit should be handled two ways: It should receive its own period of particular concentration, and it should be infused into the more basic elements of the course (instruction, management, testing and

evaluation). The Special Needs emphasis should raise preteacher awareness about the existence of special needs students, should give students suggestions about identifying and dealing with special needs students in the regular classroom, and should suggest sources of help and information which they could use once they were in the field. The unit should include a sensitizing exercise, a presentation about kinds of special needs, and a presentation and discussion of strategies for dealing with special needs students.

Testing and Evaluation

Interns gave Testing and Evaluation a lower than average rating (2.92 with a 3.42 mean). A Testing and Evaluation unit should teach diagnostic and evaluative test construction, as well as grading and grade reporting procedures.

Professional Concerns

In a general sense, two issues should receive the bulk of the "professional concerns" attention: law and the teacher, and extracurricular issues. Inclusion of the legal element is supported more by precedent than by anything stated in the literature or indicated in the questionnaire. In a litigious society such as our own, beginning teachers need to be aware of their legal rights and obligations. The literature does support increased emphasis on the extracurricular responsibilities of secondary teachers, both as a way of increasing specific job skills and as a way of giving a more realistic understanding

of the task of beginning teachers.

The issue of professional ethics should receive attention in the secondary methods course. In the past, SPU has handled the specific issue of "teaching as Christian mission" similar to the way it is handled by other Consortium schools: through informal reference and impromptu discussion. Interns' mean response on the questionnaire, and Student Advisory Board comments indicated a perceived need for more emphasis on this area. In addition to student concern, the general goals of SPU dictate attention to Christian vocation in all schools. Preteachers should understand the legal and moral status of Christians and Christianity in the public school, and should understand the legitimate opportunities for and potential risks of talking about one's personal beliefs in the public school setting. In a larger sense, preteachers should understand the ethical implications of such issues as records confidentiality, materials duplication, and dealing with conflict.

People Skills

The People Skills unit is one which comes with strong recommendations and some interesting data. Cooperating teachers, particularly, rated secondary methods high in People Skills, and yet this area was the only one for which "other programs" gave their own program higher ratings than the mean response the SPU program received. Mean percentage of time apportioned to People Skills was fairly high (11.62%). Two of the three reports done previously about SPU teacher education rated secondary education graduates high in people skills, but gave them lower ratings for identifying and meeting individual needs. In addition,

secondary supervisors indicate their interns have difficulty in being appropriately assertive. One informal observation which would tie up these inconsistencies is that SPU attracts "nice kids": who , on the positive side, get along well with people, want to do a good job, and respond well to direction; but who, on the negative side, have had limited exposure to or ability to deal with atypical people or situations. Effective instruction should speak to these needs.

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# APPENDIX

## A GENERAL METHODS COURSE
## BASED ON RESEARCH ON TEACHING

I. Texts/Materials

A. Sparks, G. and Sparks, D. Effective Teaching for Higher Achievement. ASCD Videotape series.

B. Cummings, C. Teaching Makes A Difference. TEACHING, 331 8th Ave. S., Edmonds, WA 98020.

C. McNaughten, R. and Pasch, M. A Systems Approach to Instruction. Slide-tape series, Eastern Michigan University Department of Teacher Education, Ypsilanti, MI 48197.

D. Emmer, E. and others. Classroom Management for the Secondary Teacher. Prentice-Hall, 1984.

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II. Topics

A. Planning
Writing Objectives (Affective, Psychomotor, Cognitive)
Bloom's Taxonomy of Educational Objectives
Task Analysis/Learning Hierarchies
Diagnosis

B. Designing Instruction
Teaching to the Objective
Direct Instruction/Mastery Learning/Hunter Lesson Design
Inductive, Inquiry, Value Lessons (Models of Teaching, Joyce & Weil, 1977)
Cooperative Group Learning Strategies
Teacher Expectations and Active Participation Strategies
Cultural and Ability Differences

C. Classroom Management
Strategies for Beginning the Year
Proactive Classroom Management
Dealing with Disruptive Students

III. Course Activities

A. Modeling of the strategies by the instructor

B. Videotapes of classrooms and models

C. Field experiences: observation, critiquing, and reporting

D. Microteaching and roleplaying

E. Readings, slide-tape presentations, videotapes (ASCD), handouts

F. Quizzes and projects

Appendix I - cite Wallace et al., 1984

# Secondary Education Renewal in Pittsburgh

To improve the achievement of secondary students, Pittsburgh first designed a program to upgrade the skills and subject matter knowledge of its teachers.

RICHARD WALLACE, JOHN YOUNG, JUDY JOHNSTON, PAUL LEMAHIEU, WILLIAM BICKEL

**Figure 1. Secondary Teachers' Perceptions of Needs Relevant to Professional Development**

| Area | Topic* |
|---|---|
| Instructional Skills | Recent developments in research on teaching and learning |
| | Teaching study skills |
| | Instructing students with special needs (in mainstream classes) |
| | Technological update (educational hardware and software, etc.) |
| | Motivational theory and technique |
| Content Area | Knowledge of subject area |
| | Recent curricular developments in subject area |
| | Innovations in field of study |
| | Application of subject area to world of work |
| | Review of appropriate supplemental and enrichment materials |
| Classroom/Student Management | Classroom discipline and control |
| | Options for enforcement of rules and regulations for students |
| | Approaches to dealing with difficult students |
| | Dealing with absenteeism |
| | Preventing students from dropping out |
| Human Relations | Teacher burnout and stress management |
| | Recent findings on adolescent psychological development |
| | Cooperative problem solving between teachers and administrators |
| | Sharing the responsibility for the educational enterprise |
| Technical/Routine Management | Facilitating recordkeeping for students |
| | Judicial decisions and legislation affecting educational practices |
| | School district management (administrative viewpoint) |
| | Efficient handling of routine management duties |

*Topics are based on a survey of 805 secondary teachers. Included here are those common to all subject areas; separate analyses were carried out by content area as well.

resident teacher, is to orient the visiting teacher to the Teacher Center program and to develop an Individual Study Plan and schedule. The Visiting Teacher program focuses on three broad areas: (1) instructional skill development, (2) teachers' understanding of adolescent development, and (3) review of and update in the teacher's content area. Each of these three areas is subdivided into required CORE offerings and CHOICE options.

The CORE content, which undergirds the entire program, is an examination of instructional practice based on the Pittsburgh Research-based Instructional Supervisory Model (PRISM). The PRISM model is a statement of the elements of effective instruction as culled by local staff development specialists from the research on instructional practice. Visiting teachers study the model's components and theoretical bases, and apply it in guided and independent practice.

The second CORE component consists of five research-based seminars developed and conducted by resident teachers. Each is concerned with some aspect of the psychological, emotional, or physical development of adolescents, and the impact of those factors on student learning. A required case study of a student provides an organizing theme for all of the activities in the adolescent development area.

The third and final CORE element focuses on teachers' content areas.



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Competency Expectations for Teacher Trainees

1. To use questions which will cause pupils to think critically.
2. To give clear, explicit directions to pupils.
3. To use standardized and self-made evaluation and data collection techniques as an integral part of the total learning experience.
4. To determine which pupils are having difficulty in reading for purposes of appropriate referral or adjusting instruction.
5. To relate school learning and experience to the pupil's non-school world.
6. To create classroom environments which support directed and non-directed learning.
7. To conduct classes which develop positive attitudes toward learning.
8. To recognize sex stereotypes in instructional methods and materials.
9. To use specific techniques for developing intergroup and cross-cultural understandings.
10. To use knowledge of a pupil's social and ethnic background to promote his/her healthy self concept.
11. To use a variety of motivation techniques appropriate to the pupils' development.
12. To use effectively a variety of teaching materials, media and instructional groupings appropriate to the instructional objectives.
13. To design learning experiences which will encourage students to use basic study and learning skills.
14. To use data about pupil progress and attitudes to modify one's classroom practices.
15. To identify pupil behavior which differs significantly from "normal" behavior for purposes of obtaining special assistance.
16. To identify a particular pupil's development for purposes of using appropriate vocabulary, objectives and subject matter.
17. To identify an individual pupil's personal and scholastic needs.
18. To identify ways the pupil's peer group influences him/her.
19. To identify the local, state, and federal agencies, agents and laws which directly or indirectly affect the quality of professional actions at the local level.
20. To recognize and respond appropriately to the interaction between one's personal values and those of professional colleagues and the community.
21. To determine the consistency of one's own educational practices with his/her professional convictions.
22. To use knowledge of group dynamics in the classroom.

**Ranney, James E.; Dupuis, Victor L.**
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**ED 237 482**